

# LATIN NOTES

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Associate Editors: Dr. Lillian B. Lawler, Dr. Margaret Y. Henry, Claire C. Thursby, Harry Wedeck, John F. Gummere, Dr. Helen W. Cole

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No. 2

## LOOKING FACTS IN THE FACE

The progressively-minded teacher of Latin will welcome the article by Lester M. Prindle, Professor of Latin at the University of Vermont, which appears in *The Classical Weekly* of April 14, 1930, under the title, "The New Style Textbook, the Teacher, and the College Latin Course." The writer frankly states that to carry out the newer program outlined in the Latin textbooks of today calls for a higher standard of knowledge and a richer technique as regards methods of teaching than is possessed by the average instructor in the secondary school. The standard is far higher than in the old days. It is difficult to understand how an honest on-looker can avoid the conclusion of the writer as expressed in these words: "It would therefore appear that we must either limit the field to be covered in the book, or we must broaden the training of the teacher to enable him to use the book as it is now." An account of the changes in the college Latin courses in Vermont to meet this situation follows:

"Several years ago a course for one term in mythology was added. Last year there was given for the first time a three-hour course for one term in methods which directs particular attention to the new content and the new ideals in Latin teaching. This year a specialist in classical history has been added to the staff and a full year course in that subject is being given. For the second half of the current year there is being offered a course on the Greek and the Latin elements in English and their relation to the rest of the English vocabulary. Next summer there will probably be given a course dealing with the influence of ancient history and mythology on modern art, with some consideration of the use of textbook illustrations, and criticism of such illustrations. These courses have been added to, not substituted for, the basic courses in reading and in composition. Not every Latin 'major' or prospective teacher of Latin will take all these courses, but it is hoped that most will take at least one of them to supplement the knowledge of the language and of the literature which the other courses seek to give. These courses, save for the course in classical history, are somewhat experimental and tentative, as is the new style textbook itself, but they represent an honest attempt to fit teachers to aim intelligently at some of the manifold objectives of which we have heard so much."

—Courtesy of the *Classical Weekly*

## TEACHING FORMS IN THE JUNIOR HIGH SCHOOL

Taken from the Junior High School Latin Committee Report of the Classical Association of the Middle West and South, MARIE DENNEEN, Chairman.

The teaching of forms is so closely related to the teaching of syntax and a knowledge of both is so intimately connected with the development of ability to read and understand Latin that it is impossible to consider the teaching of forms apart from the teaching of syntax or to consider either of these topics apart from the primary immediate objective to which they contribute, namely, the progressive development of the ability to read and understand Latin. In the traditional Latin course the primary objective for the first year seemed to be the memorization of paradigms and rules which would, it was assumed, be found useful in later years. Today the primary immediate objective for the first year of the four-year high school or for the junior high school is the development of the ability to read and understand Latin of a certain grade of difficulty.

The correct interpretation of Latin reading material involves a knowledge of certain forms and of certain principles of syntax. The learning of these forms and principles of syntax should be closely associated with their repeated use in interesting reading matter so that a knowledge of them may be functional rather than formal. The repeated use of forms in reading necessitates the introduction of much reading material in the junior high school course and the reduction of the number of forms to be learned. For this reason the subjunctive, the gerund, and the gerundive are no longer taught in junior high school, but are postponed until the first year of senior high school.

**Connect Form with Function.** The average pupil begins Latin with little or no "case sense." This feeling for a case form should be developed by a gradual introduction of the various case forms of the first declension with repeated use of the forms in reading, in speaking, and in writing Latin. One or more lessons should be devoted to each case form, depending on the previous preparation and ability of the class. It is desirable that the case form should be met first in reading, that it should be closely associated with its function, and that there should be abundant practice in the use of one form before another is met. Few beginners' books offer enough material for this purpose, and supplementary exercises should be provided by the teacher.

**Oral Latin.** Latin questions and answers and other types of oral Latin provide excellent practice material for this purpose. An obvious advantage in the use of oral Latin is the fact that errors may be immediately corrected. Such simple questions as the following may be used to give practice in the use of the different cases:

- |                          |            |
|--------------------------|------------|
| 1. Quid est?             | Nominative |
| 2. Quid vidēs?           | Accusative |
| 3. Ubi est?              | Ablative   |
| 4. Cui fēmina rosās dat? | Dative     |
| 5. Cuius calamum habet?  | Genitive   |

Oral Latin need not be confined to question and answer. The pupils may give sentences using in the new form words which they already know. Any errors in work of this type should be immediately corrected by fellow pupils or the teacher.

**Writing Latin.** As a final means of fixing a form some type of written exercise should be used. The completion exercise is especially useful in concentrating the attention on a single form. These may be of several types:

1. The termination alone may be left for insertion; e. g., Fēmina puell——(pl.) videt.
2. The entire word may be left for insertion; e. g., Fēmina——(girls) videt.
3. The word or words to be inserted may be left to the choice of the pupil; e. g., Fēmina——videt.

**The Paradigm.** After the case forms of the first declension have been introduced and at least one function of each has become familiar to the pupil, the summary of the forms should be made in a paradigm. The Latin language contains so many forms that, if this summary of each declension or conjugation in paradigms is not made, it is impossible for the pupil to hold all the forms in mind. When the forms of one paradigm have been learned in the way described above, it is not necessary to go through so lengthy a process in introducing the forms of other declensions. The meeting of a few forms of a new declension in reading material should be sufficient preparation for the introduction of a whole new group of words with a new set of case endings. The memorization and retention of paradigms requires constant drill. Every device possible should be employed to make the memorization easier and to arouse interest in the drill which is so necessary a factor in retention.

**English Expression.** In his zeal for having the pupils memorize paradigms, however, the teacher must not lose sight of the fact that a knowledge of form is of no use to the pupil apart from a knowledge of function and of the English way of expressing the same idea. In the case of verb forms it is sufficient to require the pupil to know the English expression for the same idea; e. g., the pupil must know not only that the Latin future of *amāre* is *amabō* but that the English equivalent is *I shall love*. In fact, the ability to give the English equivalent expression for a given verb form is of more importance as far as understanding Latin is concerned than absolute accuracy in naming the Latin form. Similarly, when a Latin adjective or adverb is compared, the corresponding English equivalents should always be given. In the case of nouns it is not quite so easy to give an exact equivalent English expression for the idea conveyed by a given case form. The English equivalents ordinarily given for the different case forms are quite inadequate and should be constantly supplemented by such questions as: What uses do you know for a nominative case form? For the genitive? For the dative?

**Connect New Forms with Old.** In order to make the memorization of new forms easier every opportunity

should be taken of connecting the new forms with those already familiar. The pupil's attention should be called to the following points of similarity in the declensions:

1. The final **m** of the accusative singular: **-am, -um, -em.**
2. The final **s** of the accusative plural: **-ās, -ōs, -ēs, -ūs.**
3. The final **um** of the genitive plural: **-ārum, -ōrum, -um, -uum, -ērum.**
4. The endings of the dative-ablative plural which are:
  - a. identical in the first and second declensions
  - b. identical in the third and fourth declensions
  - c. similar in the third and fifth declensions.
5. The ending **-ius** in the genitive singular of pronouns and irregular adjectives
6. The ending **-i** in the dative singular of pronouns and irregular adjectives
7. The fact that third declension adjectives of one, two, and three terminations are identical in declension except in the nominative singular
8. The fact that first and second declension adjectives are identical in declension with first and second declension nouns

**Connect with English.** There is little connection between the case forms used in English and in Latin. The final **m** of the accusative singular may be connected with the **m** of *him* and *them*. The **-is** genitive ending of the third declension may be connected with *'s*, the possessive form of the singular noun in English, where the apostrophe stands for an omitted letter. The **-es** plural of the third declension may be associated with the plural of *foxes*, etc. Latin case forms in common use in English may be used as another point of contact for fixing the Latin forms in mind. A few of these forms are given below:

1. Nominative singular and plural of first declension nouns: *alumna, alumnae*; of second declension nouns: *alumnus, alumni*
2. Accusative singular: *vim, post meridiem, ante bellum*
3. Dative plural: *omnibus*
4. Genitive plural: *quorum*
5. Ablative singular: *via, vice versa, anno domini*

Other connections may be made with English as follows:

1. Verb forms which have become English nouns; e. g., *habitat, interest, posse*
2. The form of the perfect passive participle of many verbs which may be found in the English derivative; e. g., *mission* from *missus*, *liberate* from *liberātus*
3. The base of many third declension nouns which appears in the English derivative; e. g., *military* from *miles*, *floral* from *flōs*
4. The comparative and superlative forms of many of the irregular adjectives which are found in English derivatives; e. g., *majority, minus, minor, optimist*.

**Verb Forms.** The matter of person and number in verb forms is more familiar to the average boy or girl than the use of cases, so the introduction of the verb paradigm will not require as much time or care as the introduction of case forms and uses. Nevertheless it is advisable that verb forms as well as case forms be met first in context, and that new forms be closely associated with old. The first two conjugations differ only in the stem vowel and after the introduction of the present tense of each may well be taught together. They should be thoroughly mastered and should be made familiar through repeated use before forms of the third and fourth conjugations are introduced.



**Devices for Motivating the Learning of Forms.** Many devices may be used to interest the pupil of junior high school age in the memorization of forms. The following have been used with success:

1. Time limit tests. These may be oral, written on blackboard, or written on paper.
2. A chart may be kept showing perfect work in forms for each pupil.
3. The class may be divided into two camps which work against each other for points. Some reward may be given to the winning group.
4. Wall charts may be made showing the different case endings of the five declensions in parallel columns.
5. Card games such as those published by The Latin Game Company (Appleton, Wis.) may be used for individual or group work.
6. The learning of the vocative case may be motivated by giving each child a Latin name or a Latinized form of his own name and addressing him in the vocative form of that name.
7. Drill in the use of the imperative forms may be motivated by permitting the pupils to give orders to one another in Latin.
8. The teacher may conduct a relay race at the board. This device is especially good in teaching verb forms.
9. Mimeographed forms or printed blanks<sup>1</sup> may be used for writing declensions or conjugations.

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## THE USE OF THE DAYLIGHT LANTERN IN TEACHING JUNIOR HIGH SCHOOL LATIN

Taken from the Junior High School Latin Committee Report of the Classical Association of the Middle West and South, MARIE DENNEEN, Chairman.

Every teacher of Latin feels at times the need of a device with which to vary the routine of classroom work. A daylight lantern, a few slides, and a convenient blackboard may be used to meet this need. No further equipment is necessary. The room need not be darkened. In regard to the lantern itself, any projection lantern will give satisfactory results if it has good illumination (400 or 500 watt Mazda lamp or its equivalent) and a lens that will project from a standard lantern slide an image about two by three feet when the lantern is placed ten to fifteen feet from the blackboard. Most of the daylight lanterns on the market today are compact enough to be easily handled and may be attached to any convenient light socket.

Slides illustrating many aspects of Roman life and history are obtainable. Bulletin II, "Pictures for the Classical Teacher" published by The Service Bureau for Classical Teachers, New York University, (now in process of revision), contains a comprehensive list of slides and publishers. The price of this Bulletin is twenty-five cents. Many photographers make satisfactory slides from pictures taken from text-books. The price of an uncolored slide is about eighty cents.

In addition to regular picture slides, celophane slides offer opportunities for showing original stories and exercises. Instructions for making celophane slides are as follows: A piece of celophane about the size of a standard lantern slide is placed between two pieces of carbon paper. The story or exercise, typed upon the carbon appears upon the enclosed celophane. The celo-

<sup>1</sup>Printed blanks for this purpose may be purchased from the Globe Book Company, New York, or the Oxford Book Company, New York.

phane is placed between two pieces of plain cover glass, standard size, and bound with lantern slide binding tape. These materials may be purchased from any photograph supply house.

With this equipment information about Roman life may be given and a Roman background created while new forms, vocabulary, and syntax are introduced or practiced.

One lesson is here described somewhat in detail and another briefly outlined to illustrate classroom procedure in the use of slides.

### I. Lesson Illustrating the Use of Lantern Slides

The purpose of this lesson is to introduce the Nominative, Accusative, and Ablative, (singular and plural) of the second declension neuter to a class that has just completed the study of the second declension masculine.

Four slides are used for this purpose. The first slide is a photograph of the ancient temple of Concordia, at Girgenti, Sicily, as it appears today. In the foreground of the picture is a native of Sicily. The second slide shows the restored interior of the temple of Jupiter Capitolinus. Lofty columns decorated with wreaths surround the large central figure which is a colossal statue of Jupiter seated upon a lofty throne. Before the throne are altars on which incense is burning and tables covered with gifts.

The vocabulary employed in this lesson is familiar to the class with the exception of the two neuter nouns *templum* and *Forum*. The meaning of these nouns is portrayed by the slides. Since the first slide depicts merely an ancient temple and a modern Sicilian in the foreground, no explanation is necessary when the slide is thrown upon the board. Consequently the teacher begins at once by pointing to the temple and asking, "Quid est?" She then answers the question with "Templum est," and writes the word *templum* on the board just above the picture of the temple. Thus the new word is associated at once with its meaning.

The teacher asks, "Estne templum antiquum?" The purpose of this question is to have a pupil pronounce the new word. A pupil replies, "Templum est antiquum."

The teacher then asks, "Estne vir Rōmānus aut Italicus?" The purpose of this question is to review the nominative case masculine with an adjective in agreement. From the costume of the man in the picture the answer to the question is obvious, and a pupil replies, "Vir est Italicus."

The attention of the class is now focused on the pupil as he writes his answer upon the board. A similar procedure follows the reply to each subsequent question.

The teacher then asks, "Estne antiquum templum Rōmānum?" and a pupil replies, "Templum antiquum est Rōmānum." This question with the answer establishes the new ending of the nominative singular neuter.

The teacher asks, "Spectatne vir templum antiquum?" and a pupil replies, "Vir templum antiquum spectat." This question with its answer illustrates the accusative singular, neuter. The teacher adds, "Templum antiquum est in Siciliā. Olim erat statua dei in templō."

At this point the second slide is projected on the board showing the interior of the temple of Jupiter Capitolinus restored. The teacher then repeats her statement and asks, "Ubi est antiquum templum?" The answer to this question brings out an ablative singular of a noun of the first declension for comparison with the ablative singular of a noun of the second declension neuter which occurs in a later sentence. A pupil replies, "In Siciliā est templum antiquum."

The teacher then asks, "Quid erat olim in templō?" A pupil replies, "Statua dei olim erat in templō."

A view of the Roman Forum restored is next shown. The teacher says, "Pictūra Forum Rōmānum dēmōnstrat. In Forō Rōmānō sunt multī virī Rōmānī et multa templa antīqua." The teacher then asks, "Ubi sunt virī Rōmānī et templa antīqua?" This question presents the nominative plural neuter and brings in the nominative plural masculine for comparison. A pupil replies, "In Forō Rōmānō sunt virī et templa antīqua."

The teacher asks, "Amābantne Rōmānī deōs et templa?" This question presents the accusative plural neuter and brings in the accusative plural masculine for comparison.

The teacher then says, "In multis templis Rōmānī statuās magnās deōrum et deārum pōnēbant," and asks, "Ubi Rōmānī magnās statuās deōrum et deārum pōnēbant?"

The answer to this question brings out the ablative plural and a pupil replies, "In multis templis Rōmānī statuās magnās deōrum et deārum pōnēbant."

The lantern is switched off and the attention of the class is directed to the sentences which have been written on the board. In these sentences the nominative, accusative, and ablative cases, (singular and plural) of the second declension neuter are pointed out and named. The case endings are studied. A comparison is made between these endings and the endings of the same cases in the first declension and the second declension masculine.

The teacher states that *templum* and *Forum* are examples of nouns of the second declension neuter, and that adjectives which agree with neuter nouns are in the neuter gender. The sentences are then erased from the board.

A cellophane slide with the following completion exercises is then shown. The pupils complete the words in the sentences by writing the proper endings in the blank spaces on the board.

1. In For—Rōmān—templ—vidēmus.
2. Antīqu—templ—sunt pulchr—.
3. In mult—templ—erant ārae, statuāe et pulchrae columnae.
4. Saepe Rōmānī in templ—dei magnī veniunt et statuam dei ōnant.
5. Templ—magn—dei incolās Rōmae dēlectat.

When the exercise is completed the lantern is turned off. The endings which remain upon the board are then quickly identified by the pupils.

## II. Lesson for the Review of Vocabulary and Syntax

A slide of a Roman villa is used for this purpose. Questions are asked in Latin that require the pupils to name the objects and persons in the picture. As each pupil names a person or object in the picture, he writes the noun on the projected picture of that person or object.

Questions may also be asked by the teacher in such a way as to lead the class to practice desired points of syntax while reviewing the vocabulary. For example the teacher may ask, "Cui sunt virī proximi?" The Latin sentences formed in reply will contain illustrations of the use of the dative with the adjective. If the teacher asks questions like, "A quō templum videtur?" the pupils will reply with sentences that contain illustrations of the ablative of agent. Answers to questions similar to "Quibus columnae templī ōnantur?" bring out sentences that contain illustrations of the ablative of means. "Ubi est vir?" and similar questions lead to a review of place relations. Thus many points of syntax may be reviewed and practiced.

Visual instruction of the type described above gains and holds the interest of the class, establishes im-

mediate connection between the spoken word and its meaning, and motivates the oral work since the words occur in an interesting association.

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## SIX WEEKS IN A BEGINNING LATIN CLASS

A summary of what I have observed by watching a Demonstration Class in Latin during the summer session. Contributed by EMMA MCKAY, Lapeer, Michigan.

I should like to mention first some features of the textbook that have appealed to me. Frequent pictures furnish material for facts or stories of Roman life. Both seeing the picture and hearing the story help to fix facts in the children's minds. The stories are good because each one is a complete story in itself and not made up of single sentences which have no connection with each other. All the narrative in the book is based upon Roman themes. Explanation of a word form or rule of syntax is not introduced until a need for it has been found in the story. Numerous lists of English words give ample opportunity to work on derivation.

There have been numerous classroom methods used that will be very helpful. I like the way the advance lesson has been attacked and its difficulties anticipated. Pronunciation has been learned largely thru imitation rather than thru committing rules that are not generally understood. The board has come into use frequently either to explain new points or to drill on old ones that have not been thoroughly learned. The use of colored chalk visualizes material and makes a vivid impression on the mind. The board work, too, has furnished opportunity for motor activity which is necessary with a lively group of boys and girls. The careful explanations of new points as they come up in the stories, the constant effort to work from the known to the unknown are points of method to be remembered.

The work on one test quite impressed me. The following day all grades were read and preparations made for meeting the needs of those whose marks were unsatisfactory. The best group was allowed to read a new story. The second group made up of pupils who had been marked "passed with a low grade" had to correct mistakes, then go to one of the teachers (there were two) to have them checked. The poorest groups were then given very special help by the other teacher who devoted her entire time to this group at the blackboard.

Various devices used for drill have been most interesting. A picture would be displayed and the class asked to name all the objects in the picture for which they knew the Latin name. Case endings were held up on cards and the class was asked to name the case and tell how it was used. Answer to roll call was sometimes made by each person replying to a question concerning a particular case of a noun. Sealed letters were occasionally passed out in which each person was asked to perform some particular task. This gave excellent opportunity for drill. Perception cards were used as an occasional method for vocabulary review. The device of putting the alphabet on the board at the top in the form of a frieze, blocked off for the letters, each of which was followed by a word to be declined, was good. Each person was given a slip of paper with his name printed in large letters and he was told to write out the declension of the Latin words which followed the various letters of his name. As each declension was done he took it up to be inspected and, if it was correct, to have that letter of his name checked off. The boys and girls took this as a game and entered into it most heartily. Frequent written reviews gave chances for drill and showed very clearly the weak points which individuals should at once attack.



The spirit of rivalry which so appeals to children was used to excellent advantage. Spelling matches for vocabulary drill were used. Two captains were selected to write Latin sentences or forms on the board. Sides were chosen and detectives selected to discover mistakes of their opponents at the board as the writing proceeded. The first pupil to detect a mistake could take the place of the person who had made the error. The idea of playing the game to beat one's opponents has a strong appeal and impresses facts on some children who would perhaps not learn them in any other way.

It has been rather comforting to see that even experts like the two instructors in this summer course have some of the same difficulties that we do. For instance, there are a few very bright pupils who would like to do all the reciting for the class. There are a few dull pupils who would do no reciting unless constantly coaxed and urged. If a question comes up as to when a lecture might be held, the whole class wants to talk at once. In such a case, each fellow is sure his way is best and he is not willing to wait for the other fellow to express his idea.

The response of the class has been unusual, partly due, I think, to the way interest has been constantly kept up. They love the discussion of pictures where they can help discover things. Most interesting posters have added to their knowledge and enjoyment. Attention has been called to references to things classical as they appear in the modern world whose connection with the Latin was obvious. For example, very early in the course and before the class work began, pennies were passed to each pupil with the request to find a Latin motto. The first to discover it wrote it on the board and gave the meaning. The class was asked to bring the next day the motto on the outside of the building in which the class was being held. By such incidental mention from time to time, especially in connection with the derivation of certain English words, the habit of making connections with some of the ultimate objectives of Latin has been started.

And, last of all, the spirit of cooperation has been developed to a wonderful degree. Boys who were inclined to talk at first and knock each other are now among the most interested and best in the class. Poor pupils have been constantly encouraged and urged on until they, too, have taken their part in the class work. As one looks on he is impressed with the fact that this is a group that is truly working and pulling together. An example of one way of interesting bright pupils in the progress of the weaker ones has been made obvious to us by these words of the teacher, when a mistake has been made by one of the latter and the hands of the bright pupils go up in protest: "Don't tell him the correct answer! Ask him a question which will put him on the track of it!" It is often surprising to note how intelligent these questions are and with what eagerness they are asked.

### BOOKS

A beautiful book entitled "The Tradition of Virgil" and containing addresses by JUNIUS S. MORGAN, KENNETH MCKENZIE, and CHARLES G. OSGOOD has been recently published by the Princeton University Press. It sells for \$2.00.

The Harvard University Press at Cambridge, Mass., has brought out a bulletin called "Studies and Tests on Vergil's Aeneid," prepared by FLORENCE WATERMAN of the Winsor School at Boston. It sells for \$1.00 and may be secured from the Harvard Press or from the American Classical League. The writer is well known as a classical scholar and a successful teacher and her work should be helpful to Vergilian instructors.

### ANNOUNCEMENTS

Readers of LATIN NOTES will remember Service Bureau Bulletin XVI, entitled "Latin Prose Passages for Comprehension at Sight." This was prepared by "The Private School Teachers' Association of Philadelphia and Vicinity" under the chairmanship of John F. Gummere. The director of the Bureau has just been informed that a similar collection of passages from Latin poetry is being prepared for publication. It will appear as a Service Bureau Bulletin.

The Ohio Classical Teachers who were members of the Vergilian cruise noticed the numerous improvements which have been made along the road leading to Vergil's tomb at Naples. The idea occurred to them of having a marble bust of the Latin Poet erected at a certain prominent spot which should bear the words "Erected by the Students of Latin in Ohio." In order to make such a fine contribution to the cause, each Latin pupil in the schools of the State and all the classical students in colleges are asked to give five or ten cents. An artist has been selected and the bust will be in place shortly. All American Latin teachers will take delight in this achievement and will want to extend their congratulations to Ohio!

Among the interesting contributions to the Vergilian Exhibit Table at the Service Bureau for Classical teachers is a large print of a poster containing postcards from towns bearing classical names. Four states have towns named *Virgil*. J. A. Stevenson, instructor in the Boys' High School of Brooklyn presented the print.

A list of Latin words which can be formed from the letters in *Publius Vergilius Maro* has been made out by Emily Fremont Smith, Misses Allen School for Girls, West Newton, Mass., and published by her in a leaflet headed "*Latin Games for the Virgil Anniversary*."

Music from the Purcell Opera is published by the Oxford University Press, 114 Fifth Avenue, New York City. This appears in three paper pamphlets, one arranged for feminine voices only, another for a chorus, and a third for both male and female voices.

The Spencer Lens Company of Buffalo, New York, announces the completion of many rolls of films dealing with the life of the Romans, each one containing approximately 40 pictures. A special instrument is necessary for throwing the views on a small screen. Particulars as to titles, prices, etc., may be secured by writing to the firm either at Buffalo or at the New York office, 33 West 42nd Street.



The P. P. Caproni Cast Company of Boston, Mass., has shown its interest in the Vergilian Celebration by contributing to the Exhibit Table of the Service Bureau a bust of Vergil two feet and two inches in height in ivory finish (No. 4009). The original is found in the Capitoline Museum at Rome. The price of this bust is \$18 but the company also sells two others which are smaller in size and much less expensive.

A project for the Study of Greek prepared by by WALTER R. AGARD, Professor of Greek in the Experimental College of the University of Wisconsin, appeared in *The Scholastic* during the school year 1929-1930. This magazine is published at Pittsburgh, Pennsylvania, and the editors have kindly permitted the series of articles dealing with Greek civilization and its survival in the world of today to be printed in the form of a beautiful pamphlet entitled "The Glory That Was Greece." The sixteen articles contain fascinating pictures and as a whole are highly stimulating. Copies may be secured for 35 cents or 25 cents if 10 or more are ordered.

Friends of Vergil who live in the region of New York City are reminded of the Festival to be given on the evening of November 18th under the auspices of the American Classical League at Carnegie Hall and are urged to write at once for tickets to Phi Beta Kappa Headquarters, 145 West 55th Street. Prices range from 25 cents to \$2.00.

#### A SPEAKER FOR A VERGIL PROGRAM

In answer to the question which is frequently sent to the Bureau—"Where can I find a speaker for a Vergilian program?" I may say that I am at present free to accept any call for a talk dealing with Vergil. The following titles indicate the character of my lectures:

1. Why we remember Virgil. Fully illustrated from my own slides. Lantern, screen and operator required.
2. Same title as above. No slides. Fuller literary treatment.
3. Out-of-the-way places in Italy. Interesting spots not reached by the ordinary traveler. Richly illustrated from my own slides. Lantern, screen and operator needed.
4. Greece, Old and New. Generously illustrated from my own negatives. Lantern, screen and operator required.

FRANK A. GALLUP,  
Smithtown Branch, Long Island, N. Y.

#### THE VERGILIAN BOOKPLATE

Of the numerous designs submitted for a Vergilian bookplate the one chosen by the American Classical League reproduces some of the beautiful details of Roman triumphal arches. The columns at the sides are composite Corinthian copied from the Arch of Titus. The medallion in the upper half shows a head of Vergil, and appropriate quotations from his works are inscribed above the arch, and below it are the words, EX LIBRIS and space for the owner's name.

Price: 25 for \$1.00; 50 for \$1.50; 100 for \$2.50.  
The size will be 3 x 4½ or 5 inches.

#### A WELCOME CRITICISM

A reader of Section II of the October Notes suggests that quotation marks should have been used for a few words in certain titles to indicate that the monument or spot is "so-called," but that historical research has not yet settled identity beyond question. This is a good suggestion and the editor regrets that time was

lacking for a correspondence with the donor of the photograph whose title was copied for publication. However, any classical scholar would doubtless know that some of these names were matters of sentiment and consecrated in some cases by tradition alone.

#### VIRGIL—A SONNET SEQUENCE

By GERTRUDE HUNTINGTON MCGIFFERT  
Newport, Rhode Island

##### I. Begin With Me, My Flute, A Lover's Song

Begin with me, my flute, a lover's song.  
Skim on fleet notes, as if gay Pan were kin,  
Beyond the Esquiline, above hot din  
Of shouting soldiery and babbling throng.  
Let me forget the city, borne along  
On leafy strains and care-free enter in  
Loved gardens hedged by shrub and vine. Begin  
With me, glad flute, each sylvan note prolong.

Sing golden honey-combs and swarming bees,  
Hives hid in hazel boughs by crystal spring.  
Sing lofty palms and shady walnut trees,  
Hills clothed with olives, slopes where vineyards  
cling.

Cease not your song, my flute. I cannot tire  
Of farm and forest—home of my desire.

##### II. Vergil's Farm

Leave glen and forest, silver-threaded plain,  
Ascend the sunny uplands. See outspread  
The grazing flocks and herds, brave stallions bred  
For war. Here long-horned bullocks draw the wain  
Between the rippling wheat fields gold with grain.  
On terraced hillsides clustering grapes turn red.  
Boys strip the vineyards, bursting juices tread  
To froth the bowls the gods have filled again.

Ripe red and gold the fruited orchard flares  
In sunset flame. Such apples for my toil,  
Sweet-smelling apricots and luscious pears  
Never these trees had borne in alien soil.  
Here native too the soul blooms unconfined  
Save sharp life prune or direful fortune bind.

##### III. Aeneas

Happy is he who knows the cause of things—  
Is strong to trample under foot all fears,  
And fate inexorable; unshaken hears  
The roar of greedy Acheron; who brings  
His own heart to the bar of justice, flings  
From him base gold, a father's love reveres;  
Nor spurns the gods, nor at friend's triumph sneers;  
Who faced with death dreams of eternal springs.

O Mighty Jove, if moved by prayer, grant me  
Tales of such valor, virtue, piety,  
As in one hero shall combine the whole  
Impassioned height and glory of the soul—  
That all men lineage of him may claim  
Who wrest from jealous fate a deathless name.

##### Virgil's Birds

Fly free, O far-eyed sea-birds! Yours still fret  
And foam of heaving waves. Sky-shaken beat  
Through to blue Naples' curving shore, past heat  
Of red Vesuvius. Capri yours yet  
And sheer Amalfi's rocky parapet.  
Open your gates, O Sky! See how the fleet  
Wings Virgil loved seek out their old retreat.  
Escape sea-birds, out of time's half-drawn net!

Day darkens. Fluttering land-birds, haste, spread wing  
 To unforgotten nests, remembered streams  
 Where Virgil set you free. In thousands sing  
 Within the windless shadow of his dreams.  
 No mortal morrow now sad Virgil knows  
 But his birds soar on every breeze that blows.

#### Marcellus

A son, so beautiful, so early dead—  
 Love's darling flower, the spirit of delight—  
 Too brief his joyous life, too swift in flight  
 Wrapped in the shadows, a bright shadow fled.  
 In vain the cry, the streaming tears we shed.  
 Like lost Eurydice he swept from sight,  
 His reaching hands scarce touched us in the night,  
 Ours now no more—by harsh death harvested.

Ask not of our vast sorrow. Him grim fate  
 But showed to earth nor suffered long to stay—  
 The mighty gods too jealous, he too great.  
 O child of pity! Love's unfinished day!  
 These useless lilies, my last gift to you,  
 I scatter with the purple rose and rue.

#### VI. Anchises and Aeneas

"One spirit burns in earth, the moon, the dew"—  
 Replies Anchises to youth's age-long cry:  
 "Why this mad longing for the Light, O why?"  
 "Flame pent in stone, in beast, its fire struck through  
 "Man's sluggish body. Thence the knowledge grew  
 "Of his high source." Exultant face to face  
 The dead and living spoke in that dim place  
 Of destinies to be, souls born anew.

For not hell's jaws where guilt has made its bed,  
 Not mouthing monsters, not death's trackless night  
 Of birdless realms few living dare to tread,  
 May keep the loved apart. Who longs for sight  
 Twin doves shall lead. Who seeks—the gods allow  
 If hardy love shall pluck love's Golden Bough.

#### VII. Vergil and Dante

A double rainbow painted on the air—  
 Virgil's bright shadow shines through Dante's dream.  
 In ghostly groves beyond the Stygian stream  
 All yearnings of despairing men they share,  
 All woes of love and bitter sin they bear,  
 The anguish of all partings. Darkly gleam  
 Their many-peopled fields of death. They seem  
 Immortals with Immortals walking there.

From sorrows unassuaged, unfaltering  
 They climb the narrowing circles ever higher,  
 Past the Beatitudes, through purging fire,  
 Up to the Shining Gates of Heaven that swing  
 Open for Dante. But the Master chose  
 The gate of Horn, the dim Elysian Rose.

#### VIRGIL

Low lie the laureled Caesars while he sings  
 Of olive-press and vineyard's rich increase,  
 Or upland flocks with dew upon their fleece  
 Drinking at twilight by Etruscan springs;  
 Through their long-vanished loveliness he brings  
 The golden dream where Dante found release,  
 And in his music's deep autumnal peace  
 Grave pity broods above the tears of things.

His empire has outlasted Roman pride,  
 The age of gold whose splendors half disclose,  
 Through doom and death, the goal toward which  
 men grope:

Poet and Prophet, Virgil still is guide,  
 As when in depths of hell, heaven's perfect rose  
 Blossomed from inextinguishable hope.

THOMAS S. JONES, JR.

From *Akhmaton and Other Sonnets*, Published by Thomas Bird Mosher, Portland, Maine. A reprint also appeared in the *New York Times*, October, 1930.

#### THE GREAT POET VIRGIL

##### A Legend

The great poet Vergil,  
 When he came to die,  
 Said farewell to sunlight,  
 And blue Italian sky;

Said farewell to living,  
 The anguish and the mirth;  
 Left his mortal body  
 To merge again with earth;

Drew his cloak about him,  
 And took the narrow way  
 That leads from Lake Avernus  
 Downward out of day.

When he reached Cocytus,  
 And mournful Acheron,  
 The swirling Stygian current,  
 And fiery Phlegethon,

Their torrents paid him homage  
 Not granted man nor god;  
 The foaming waves rolled backward  
 To let him cross dryshod.

He passed the swamp of Lethe,  
 Where mists eternal are;  
 And through the blinding vapors  
 Appeared a silver star.

Yea, Tartarus itself  
 Seemed not so blackly drear;  
 The Furies paused from torture,  
 Beholding him draw near.

He brought to Dis as tribute  
 The mystic golden bough;  
 And stood awaiting judgment,  
 With laurels on his brow.

Gazing long in wonder,  
 The King of Hades said—  
 "Comest thou, immortal,  
 Here among the dead?"

"My Blissful Groves are pleasant,  
 Elysium is fair;  
 But seek thou high Olympus—  
 The gods will greet thee there."

The great poet Vergil  
 Began the long ascent;  
 Up from deepest Hades  
 Heavenward he went.

And Iris arched to guide him  
 Her iridescent bow—  
 Fit pathway for a spirit  
 That mirrored back its glow!



The gods, who sat at feasting  
In their sacred grove,  
Arose to give him greeting;  
And spake almighty Jove—

"Son of song and starlight,  
With laurels on thy brow,  
With amaranthine lilies,  
Vainly comest thou.

"This mountain shall be melted  
Like snow beneath the sun,  
And all the gods must journey  
Towards oblivion.

"Not on high Olympus  
Seek immortality;  
Await the One Who cometh,  
Mightier than we."

The great poet Vergil  
Returned again to earth,  
And roamed its weary highways  
Until the holy birth.

And with the host of angels  
Who watched that mystery,  
He worshipped at the manger,  
And wept at Calvary.

And there, when all was finished,  
The wonder and the shame,  
A still voice through the darkness  
Called him by his name—

"Thou, who never knew me,  
Nor cried to me in prayer,  
Thou wert my first disciple,  
My prophet unaware.

"Thine is life eternal,  
Not for love of me,  
But that thou had'st compassion  
On all humanity."

The pearl-incrusted gateway  
Of Paradise stood wide;  
And first among the blessed,  
Vergil passed inside.

The gentle soul of Vergil  
Dwells in Heaven now;  
The pagan prophet, Vergil—  
With laurels on his brow.

LOUISE PORTER,  
Mount Holyoke College, South Hadley, Mass.

#### HOW VERGIL HELPS THE TAILOR

The *New York Times* for August 28, 1930, contained an advertisement of a Tailor Shop on Fifth Avenue which ran as follows:

#### "Possunt Quia Posse Videntur

There is an old Latin proverb that says: 'They can because they think they can.'

The man who looks as if he thought he couldn't sell himself will. The first step in making others believe in you is to *look* as if you believe in yourself."

#### MATERIAL FOR DISTRIBUTION

##### I. In Mimeographed Form

408. Comprehension as an aid to the translation of Caesar. By *Grace Light*, Franklin K. Lane High School, Brooklyn, N. Y.

##### II. Latin Notes Supplements

- XLVIII. An Account of the Vergilian Cruise. (Illustrated by pictures.) By *Dr. Ralph V. D. Magoffin*, leader of the Cruise. Price 15 cents.

##### III. Bulletins

- XIII. Latin in the Junior High School. (Reprinted.) Price, \$1.00.
- XX. Pictures from Old Editions of Vergil's Works. These were taken from ancient volumes which were lent to the New York Public Library for a Vergilian Exhibit during the summer and fall of 1930. Price 50 cents.
- XXI. Virgil and Tennyson. By *Samuel Valentine Cole*, Late President of Wheaton College, Norton, Massachusetts. Price 20 cents.

#### American League Publication

The Tribute of Mussolini to Vergil, and (in the same Bulletin) The Vergilian Bimillennial in the United States. By *Ralph Van Deman Magoffin*. Price 10 cents. Order from the American Classical League, Hall of Fame Terrace, University Heights, New York.

A list of recent publications appeared in the October Latin Notes.

#### STATEMENT OF OWNERSHIP

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Before me, a Notary Public in and for the State and county aforesaid, personally appeared FRANCES SABIN, who, having been duly sworn according to law, deposes and says that she is the editor of the LATIN NOTES, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations.

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E. H. WASHEBURN,  
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